



LABOURÉ COLLEGE OF HEALTHCARE

ACCESS AND ACCOMMODATIONS HANDBOOK 2024-2025

OFFICE OF ACADEMIC AND STUDENT AFFAIRS

Labouré
COLLEGE OF HEALTHCARE

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ACCESS AND ACCOMMODATIONS GUIDELINES

Academic Year 2024-2025

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Introduction

Labouré College of Healthcare is mandated by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990 to provide reasonable accommodations for qualified individuals with disabilities. Under this law, individuals with disabilities are defined as persons with a physical or mental impairment which substantially limits one or more major life activities. People who have a history of, or who are regarded as having a physical or mental impairment that substantially limits one or more major life activities, are also covered. Major life activities include caring for oneself, walking, seeing, hearing, speaking, breathing, working, performing manual tasks, and learning.

The ADA does not specifically name all impairments that are covered because there is not an exhaustive list. Disabilities can be permanent, such as a student who has been blind since birth, or temporary, as in the case of a student undergoing cancer treatment whose chemotherapy is causing debilitating but short-term side effects. Under the ADA, a college must provide “reasonable accommodations” to students with disabilities so that they have the same access

to education and the same opportunities for lifelong inquiry, transformative learning, and meaningful service as the rest of the student body.

In addition to meeting the above definition, for purposes of receiving services, education or training, qualified individuals with disabilities are persons who meet normal and essential eligibility requirements. In the context of higher education, it is easier to define what **is not** considered a reasonable accommodation and assume that if an accommodation clearly does not fit under any of the following conditions, it is most likely reasonable. An accommodation is not reasonable if it:

- 1) Directly poses a threat to the health and safety of others,
- 2) Fundamentally alters or changes the essential requirements of the curriculum or program, *or*
- 3) Causes an undue burden to the College either financially or administratively.

Labouré College of Healthcare is committed to providing individualized support to students with disabilities based on their unique needs. To fulfill this mission, the Access and Accommodations Coordinator (AAC) works with students who have documented disabilities to ensure equal educational access.

Below are questions and answers designed to give background knowledge of what students need to understand about eligibility for accommodations:

A. What are the criteria to be eligible for accommodations at Labouré College of Healthcare?

- You must be officially accepted to the College.¹
- You must provide the required documentation (see Section D). Students must hand deliver or email documentation to the AAC at access@laboure.edu.

B. What are my responsibilities as a student seeking accommodations?

- Meet and maintain the College's academic standards.
- Identify yourself to the AAC.
- Deliver required documentation to the AAC at least two weeks prior to intended use of accommodations.
- Maintain compliance with the College's documentation requirements.
- Bear the cost of any evaluation(s) necessary to produce all documentation required by the College.

¹ Exceptions can be made for students who are eligible to receive accommodations during the enrollment process and contact the AAC to complete the formal process.

- Actively participate in the search for accommodations and auxiliary aids.

C. What are the College's responsibilities to a student seeking accommodations?

- Review documentation and activate reasonable accommodations in a timely manner.
- Provide reasonable accommodations once they are activated (accommodations will not be provided retroactively).
- Request additional documentation if what the student has provided is inadequate or outdated (this may result in delayed activation of accommodations).
- Share information regarding a student's accommodations only with those individuals involved in the assessment and implementation of their accommodations (i.e., instructors, proctors, Access and Accommodations staff members, etc.).
- Make every effort to reasonably accommodate students with disabilities unless there is unreasonable notice, undue burden, or fundamental alteration of a program or course.
- Assist temporarily injured and impaired students.
- Provide students with information about area medical facilities, but to abstain from providing medical care or dispensing medication.
- Retain a student's disability-related documentation for seven (7) years after their last date of enrollment before destroying the records.

D. What are the College's specific documentation requirements?

- Students must complete and return three forms to Access@laboure.edu:
 - Two forms must be completed by the student requesting accommodations:
 - [Release of Information](#)
 - [Student Disclosure Form](#)
 - One form must be completed by a qualified medical professional who is treating the student for the disability (example: PCP, MD, therapist, NP, etc.):
 - [Disability Disclosure Form](#)
 - After the student has completed all required documentation, the AAC will set up a meeting with the student to review their individualized Accommodation Plan. Students will not have to resubmit the above documentation during their time at Labouré if they have a permanent or long-term disability.

E. What supplementary documentation does a student need to submit to the AAC?

- Students may submit more documentation than the three forms required ([Release of Information](#), [Disability Disclosure Form](#), and [Student Disclosure Form](#)) if the documentation provides the AAC a more in-depth idea of the obstacles the student has been facing and the impact to their life. Disability documentation should be current and relevant. All supplemental disability/accommodation documentation must:

- Be from an approved qualified medical provider (examples: psychologist/therapist for mental health concerns; NP/MD/neuropsychologist for AD(H)D; IEP/504 Plan for educational concerns; MD for medical concerns; etc.).
- Identify a diagnosable disability².
- State how the disability affects learning (at school and/or at clinical).
- Recommend specific accommodation(s).

Types of Supplementary Documentation:

Learning Disabilities and/or Attention Deficit/Hyperactivity Disorders:

A psycho-educational or neuropsychological evaluation completed to include:

- A clearly stated diagnosis of a learning disability and/or AD(H)D.
- Scores from any psychological and/or educational testing.
- Recommendations for accommodations.

Physical/Medical/Neurological Disorders:

Documentation completed to include:

- A description of the nature of the disability and/or a clearly stated diagnosis.
- Scores from any psychological and/or educational testing.
- Recommendations for accommodations.

Psychiatric/Emotional/Behavioral Disorders:

Documentation completed to include:

- A clearly stated diagnosis of a psychiatric/emotional/behavioral disorder.
- Scores from any psychological and/or educational testing.
- Recommendations for accommodations.

Temporary Disabilities (example: injury, pregnancy, etc.):

Documentation completed to include:

- A clearly stated diagnosis of a temporary disability.
- Scores from any psychological and/or educational testing.
- Recommendations for accommodations.

F. What is the contact information for the AAC?

- Students can contact the AAC at Access@laboure.edu. All communication regarding accommodation and disabilities **must** remain confidential and private – other staff members at the College should not handle documentation regarding accommodation

² ICD-10, DSM-IV-TR, or DSM-5 code

and/or disabilities. When on campus, the AAC works in the Student Success Center (Room C127).

G. What are the types of accommodations that a student could receive?

- The appropriate academic accommodation must be determined based on a student's disability and individual needs. Each student's Accommodation Plan is individualized so the student's needs are met as fully as possible. One student's needs may not be the same as other student's.
- In general, accommodation(s) can be grouped into two categories: (a) Lecture Accommodations and (b) Testing Accommodations.
 - a) Lecture Accommodations are designed to allow students to better access the content during long-form lectures. Examples of lecture accommodations include but are not limited to, preferential seating, recording lecture audio, and receiving an outline of the lectures ahead of the lecture.
 - b) Testing Accommodations are designed to assist students during timed assessments of the content covered in lecture. Examples of testing accommodations include but are not limited to, using a physical calculator for all math questions, testing in a separate room with other similarly accommodated students, and testing with extended time.

H. What are my responsibilities as a student with accommodations each semester?

- Students receiving accommodation(s) through the Access and Accommodations Office (AAO) will adhere to the Code of Conduct and Academic Integrity policies. Students enrolled in professional courses are also mandated to follow the policy procedures found in their specific program Handbook.
- For all on-campus exams, students are required to arrive at least 10 minutes prior to the start of the test. This will ensure that their specific testing accommodations can be met and given appropriately. If a student is tardy (10 minutes after the start time of the exam) two or more times without appropriate communication, the student is to meet with the AAC for a reevaluation of their approved accommodation.
- Students will communicate with instructors and the AAC in a timely manner with all concerns, updates, and/or changes to their accommodation needs or extenuating circumstances. Extenuating circumstances include, but are not limited to, medical emergencies, death of spouse/parent/child, and loss of home due to circumstances beyond student's control.
- Students will stay up to date with their Labouré student email. The AAC will send out emails regarding the information listed below, and students are expected to understand the information and respond if necessary:
 - [Confirmation of Accommodation Status](#) – This email will be sent to all accommodated students at the beginning of the semester (before the end of the

first week of the semester) reminding students of standard semester policies and acting as confirmation that their accommodations are active for the semester. Some students may be sent another email to confirm specific accommodations. Responses **may** be required for these emails.

- [Weekly Accommodated Exam Schedules](#) – These emails will be sent to all accommodated students who are scheduled to take an on-campus exam. The email will outline the schedule of exams including the start time, date, location, and proctor information. Responses are not required for these emails.
- [NCLEX-RN Accommodation Application](#) – This email will be sent to all accommodated students who are currently in their final Nursing professional course (NUR 2025) and will include information on how students can apply for accommodations for the NLCEX-RN (licensing exam). It is not required for an accommodated student to apply for accommodation(s) on the NCLEX-RN. Responses are not required for this email.
- Students who withdraw from the College and wish to return within the seven (7) years' time that their documentation is on file must meet with the AAC to review and reactivate their Accommodation Plan.
- Students must advocate for themselves in a professional and appropriate manner. This includes all communication with their peers, instructors, proctors, and members of Labouré staff.

I. [Can a student appeal a decision made by the AAC?](#)

- A student may opt to appeal a decision made by the AAC (or Access staff) if the student feels that their request is reasonable. Appeals must be addressed to the Dean of Students at Student_Affairs@laboure.edu.
- Self-advocacy is a learned skill, and students are their own best advocates. Important tips for self-advocacy are:
 - Understand your learning needs, strengths, and weaknesses.
 - Know which accommodation(s) you need, as well as why you need them and how they help you.
 - Know how to effectively communicate your needs and preferences to your professors and the AAO.
 - Be willing to ask questions when something is unclear or needs clarification.